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PARTICIPATION IN AN EXPERIMENTAL COLLEGE SUMMER STUDY PROGRAM BY A GROUP OF HIGH SCHOOL JUNIORS.

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THE 1961 SUMMER SESSION FOR ABLE HIGH SCHOOL JUNIORS OF THE STATE UNIVERSITY AT POTSDAM, NEW YORK, ACCEPTED 11 BROOKLYN GIRLS WHO ORDINARILY WOULD NOT BE CONSIDERED ELIGIBLE FOR COLLEGE. THESE GIRLS CAME FROM DISADVANTAGED BACKGROUNDS AND, ALTHOUGH CAPABLE, THEIR SCHOOL RECORDS DID NOT MEET SUMMER PROGRAM ENTRANCE REQUIREMENTS. THEY AND THEIR PARENTS HAD PREPARATORY ORIENTATION SESSIONS AT THE GIRLS' HIGH SCHOOL. EACH STUDENT TOOK TWO ELECTIVE COURSES FOR CREDIT AND ONE NONCREDIT SEMINAR DURING THE SUMMER SESSION. THE GIRLS EARNED GOOD GRADES IN THEIR COURSES, AND THE REACTIONS OF THE DEAN AND OF THE FACULTY WERE GENERALLY FAVORABLE. RESPONSES TO A POSTSESSION INTERVIEW SHOWED THAT THE GIRLS HAD ENTERED THE PROGRAM TO FIND OUT WHAT COLLEGE WAS LIKE AND FOR SOME, TO TEST WHETHER THEY COULD FUNCTION IN A COLLEGE. THEY ALL FELT THE SUMMER EXPERIENCE WAS WORTHWHILE AND ENRICHING. FOR SOME GIRLS THE EXPERIENCE SEEMED TO CRYSTALLIZE VOCATIONAL AND LIFE GOALS AS WELL AS PLANS TO ATTEND COLLEGE. THE GROUP FELT THAT THE SUMMER SESSION SHOULD CONTINUE TO BE OFFERED TO SUCCEEDING GROUPS. FAMILY RELATIONSHIPS AND PARENTAL ATTITUDES TOWARD CONTINUING EDUCATION BECAME MORE POSITIVE AS A RESULT OF THE SUMMER SESSION. TWO YEARS LATER, NINE OF THE ORIGINAL 11 GIRLS WHO WENT ON TO COLLEGE WERE STILL ATTENDING, EIGHT OF THEM WITH SCHOLARSHIPS OR AWARDS. (NH)

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OFFICE OF RESEARCH AND EVALUATION
BOARD OF EDUCATION OF THE CITY OF NEW YORK
J. Wayne Wrightstone, Acting Deputy Superintendent

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PREFACE

The experimental college summer study program for high school juniors was organized under the direction of Mr. Carl Cherkis, principal of The Prospect Heights High School. Mrs. Theresa Held acted as the teacher-coordinator of the program.

The Prospect Heights students who participated in the program at the State University in Potsdam, New York during the summer of 1961 were:

Miss Carolyn Bascome
Miss Kathy Blank
Miss Antonina Colella
Miss Christine Fisher
Miss Carolyn Jask
Miss Elizabeth Larsen
Miss Merle Schechter
Miss Gabriella Szekely
Miss Josephine Vieiro
Miss Carol Williams
Miss Susan Zuckerberg

The investigator wishes to express her sincere appreciation to each of the persons named who furnished data and evaluations and without whose cooperation this study would not have been possible:

Dr. Alfred W. Thatcher, Dean of the College,
State University, Potsdam, New York

Mr. Carl Cherkis, Principal,
The Prospect Heights High School

Miss Katherine Greene, Administrative Assistant,
The Prospect Heights High School

Mrs. Theresa Held, teacher-coordinator of the program,
The Prospect Heights High School

The eleven student participants.

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CHAPTER I

THE PROBLEM

A. INTRODUCTION

1. Origin of the Study

In the spring of 1961, Mr. Carl Cherkis, principal of The Prospect Heights High School, launched an experimental program which he called, NEW FRONTIERS IN HIGH SCHOOL EDUCATION. Eleven girls in their junior year at Prospect Heights High School attended the State University at Potsdam, New York for the summer session.

Before describing the features of the project, perhaps some acquaintance with the nature of the school is necessary. In a letter to the Director of the summer session program at Potsdam for selected high school students, the principal described Prospect Heights as an all-girls school with a population of about two thousand. The school is unzoned. This means that children are drawn from the entire borough of Brooklyn, unlike most other schools which draw from a restricted area. While the school has the normal scatter within the intelligence test range, most of the children come from culturally deprived homes. The ethnic composition of the school is approximately 20% Negro, 5% Puerto Rican, 2% Oriental, and 73% native and foreign born white.

Many Prospect Heights graduates do not go on to college, not because of lack of ability, but because they must start to work immediately after graduation, for the most part. The principal described the following comments made by a parent as characteristic of the attitudes expressed by the great majority of families whose daughters make up the student body of Prospect Heights:

> "... A college education is a waste for a girl. She will be getting married soon and she should start earning money. Besides, a man doesn't want to marry a girl that's too smart. My girl doesn't fit into college. Let her get a job in an office or a factory and then get married."

It would seem that family values, such as those indicated by the quotation above, in addition to limited financial resources, play a major role in developing the goals which the students set for themselves. Of those few graduates who do go on to college, a majority enrol in municipal colleges, where there is no fee. A few go to local private colleges where they can live at home and save board and room expense.

Table I reports the per cent of graduates from Prospect Heights High School who applied for admission to college from January 1958 through January 1962. In addition, the table presents the range and mean per cent of graduates from all academic high schools in the city who applied for admission to college during the years under consideration.

TABLE I

Per Cent of Academic High School Students
who have Applied for Admission to College

Mo.	Year	Per Cent of Applications From Prospect Heights	Mean Per Cent of Applications City-Wide	Range of Per Cents of Applications City-Wide
Jan.	1958	4	49	0-100
June	1958	25	52	14- 98
Jan.	1959	4	47	4-100
June	1959	23	54	21- 99
Jan.	1960	15	46	2-100
June	1960	27	52	7-100
Jan.	1961	4	43	2-100
June	1961	20	50	3-100
Jan.	1962	15	40	4-100

It would appear that, for each year under consideration, Prospect Heights falls considerably below the city-wide mean. Table I reinforces the word picture presented by the principal regarding the level of aspiration of Prospect Heights students compared with students in other academic high schools in the city.

Study at Potsdam was regarded as one way in which the level of aspiration of Prospect Heights students could be raised. The principal felt that the girls of Prospect Heights had much to gain from a college experience and campus living. He indicated that the cultural enrichment, the opening of social vistas, the intellectual stimulation, and the joy of beautiful surroundings that these girls would get from a summer session at college would help them to broaden their views and attain at levels at which they are capable but have not reached because of lack of opportunity.

Furthermore, the summer experience, it was felt, would go beyond the personal experience of the eleven girls selected. It would be shared by the rest of the school because each would return to Prospect Heights for their senior year, thereby giving other students a glimpse of the world beyond the subway tracks.

Prospect Heights was prepared to finance the summer schooling of the eleven girls. The complete fee for each student amounted to $260.00. The girls were invited to pay what they could without any check upon familial financial ability. One girl paid the entire fee, two paid for half of the costs, and two paid approximately one fifth of the costs. The college, however, received the entire fee for all eleven girls because Prospect

Heights was able to raise the additional funds that were necessary.

With the approval of the Superintendent of Schools, the Bureau of Educational Program Research and Statistics undertook a study to evaluate the effectiveness of the program. Perhaps a more accurate description of the study which is reported herein would be an exploration of the potential benefits which might accrue to the students and to their school from such a summer program. In a sense, this program may be likened to the "Higher Horizons Program" except for the fact that the potential enrichment aspects were planned as a summer activity and would not, therefore, encroach upon the sequential learning program of the school.

2. Aim of the Program

What are the long term potentials of such a program? The fruits of such a program, it would appear, lie not only in the opportunity for exploring and developing a well-articulated and well-integrated experience for high school students preparing to enter institutions of higher education, but in bringing to underprivileged students an opportunity to envisage a college education as a realistic possibility rather than a romantic dream. Much of this country's natural resources in terms of human potential remains untapped because of student financial limitations. These are days of rigorous competition for each available seat in the college classroom, particularly in the northeastern part of the country where the Prospect Heights girls live. It might appear that a college education is available only for the financially competent and intellectually elite. The stress and reliance upon tests and testing in selecting students for admission to college is particularly biased in relation to an increasingly larger proportion of New York City students whose language handicap and limited experiential background do not permit them to score as well as they might on various tests which have been standardized on a very different kind of pupil population.

3. The Potsdam Program

The State University at Potsdam announced their second summer session college credit program for selected high school students in the spring of 1961. Circulars describing the program were distributed to the high schools of New York State. The purpose of the program announced by the college was to provide academically talented high school students, the summer following the junior and/or senior year, an opportunity to study on a college campus subjects of substantial and modern content in which the student has indicated interest and evidence of superior accomplishment. The program functioned from July 3, 1961 through August 11, 1961.

The college offered nine three-credit-hour courses to high school students. They were:

1. Backgrounds of Literature
2. Linguistic Patterns of Far-Eastern Languages
3. College Algebra
4. Introduction to Philosophy
5. Modern Physics
6. Modern Chemistry
7. Genetics and Human Inheritance
8. Psychological Processes of Plants and Animals
9. The American Federal System

The pre-requisites necessary for registration were indicated for each of the courses listed above. Each student was asked to elect two courses. In addition to the courses, all students were required to participate in a non-credit seminar which was comprised of a lecture and discussion program two evenings each week.

This program was approved for the first time for the summer of 1960 by the Office of Higher Education, State Education Department, and was continued in 1961. As an approved program, those students successfully completing the work were entitled to a transcript indicating the number of semester hours, the grade earned, and certifying that the courses were of college level.

a. Admission Requirements

The college listed the following criteria necessary for admission.

"A high school student who has satisfactorily completed the junior year (eleventh year) of high school will be considered for admission to this program if he:

1. Scores at or above the 90th percentile on an individual intelligence test of the Wechsler Adult Intelligence Scale type.
2. Has a high school scholarship record reasonably consistent with the I.Q.
3. Has a Regent or school grade of 90 or better in the subject field elected for advance credit. In schools where Regents are not given, a grade of 90 or better on the appropriate school final examination will be accepted.
4. Has the recommendation of the high school subject teacher concerned.
5. Has the approval of the high school principal.
6. Meets the high school subject pre-requisites listed for the course chosen."

b. Cost of the Program

College fee	-	$ 10.00	
Six credit hours	-	90.00	($15 per semester hour)
Student activities assessment	-	5.00	
Group health insurance (optional)	-	3.00	
Board	-	110.00	
Room	-	42.00	
Total	-	260.00	

c. Living Accomodations

Students lived in college residence halls under the supervision of two professional staff residence directors assigned to work solely with the high school group in all phases of their summer program, both academic and social. The college dining service provided the meals.

4. Orientation and Planning

The information contained in the Potsdam circulars was announced to a special scholarship class of thirty-five girls by Mrs. Theresa Held, the coordinator of the program at Prospect Heights. One of the goals in

organizing this special class was to orient capable students to think in terms of a college education. Eleven of the thirty-five girls in the class evidenced interest in the program. The eleven girls were carefully screened, their records examined, and the required tests were administered to them. Six of the girls, however, did not meet the 90th percentile college requirement on the Wechsler Adult Intelligence Scale. Since the school was convinced that these students were more capable academically than their I.Q. indicated, the college, with the approval of the State Education Department, waived certain entrance requirements in order to admit all eleven. Both school and college agreed that language and cultural differences may have adversely affected the test scores of several girls. The group included one recent arrival from Italy, one girl from Hungary, and one from Panama.

After admission was assured, the girls became participants in a series of orientation meetings. In addition, their parents were invited to the school to learn about the program. Parents responded to the news that their child had been selected for this program in various ways. For the most part, they were very pleased and honored to have their child considered. In one instance, the news was accepted with disbelief. The parent could not accept readily the fact that Prospect Heights would be willing to pay full expenses for his child. In another case, a parent had to be convinced that girls as well as boys could profit from a college experience.

During the course of the orientation meetings, the girls received a suggested list of clothing, and had an opportunity to talk with a graduate of Prospect Heights who was then a college freshman. In addition, they participated in two two-and-one-half-hour group counselling sessions with a psychiatric social worker. The orientation meetings, the talks by a college student, the counselling sessions, the meetings for parents, and the many social get-togethers engendered a cohesive feeling among the girls. In addition to the careful orientation program, both the principal and the teacher-coordinator of the program at Prospect Heights visited the girls during the summer.

5. The Student Population at Potsdam

There were ninety-seven applications received at Potsdam for the 1961 summer session. Of these, eighty-five were accepted for admission by the college. A total of seventy-five students registered for the program. There were twenty-eight male and forty-seven female students in the group. Seventy had completed the junior year (eleventh grade) and five, the senior year (twelfth grade).

The tabulation of the 1961 group shows that, by and large, students came from New York and nearby suburban Long Island and Westchester.

TABLE II

Area Breakdown	N
New York City area (includes Middletown - 1)	66
St. Lawrence County	4
Erie County	2
Wayne County	1
Columbia County	1
Essex County	1

Table III summarizes the intelligence test scores on individual type tests administered by qualified psychologists for seventy-four students in the group.

TABLE III

Intelligence Test Scores of 74 Potsdam Special Students

I.Q.	N
145 - 149	4
140 - 144	1
135 - 139	9
130 - 134	12
125 - 129	16
120 - 124	18
115 - 119	11
110 - 114	3

		Relative Percentile	Relative Percentile (11 Prospect Heights High School Students)
I.Q. Mean	- 127.0	96	90
I.Q. Median	- 126.1	95	85
I.Q. Range	110 - 149	75 - 99	85 - 97

While the relative percentile of the mean I.Q. for the group as a whole was ninety-six, the eleven students from Prospect Heights scored six points lower, or ninety. Similarly, while the relative percentile median I.Q. for the group as a whole was ninety-five, the eleven students from Prospect Heights scored ten points lower, or eighty-five. This comparison would indicate that the students from Prospect Heights were competing in "fast company."

CHAPTER II

THE EXPRESSED ATTITUDES OF THE ELEVEN PARTICIPANTS

A. PROCEDURES IN OBTAINING THE DATA

The eleven girls who participated in the summer session at Potsdam were interviewed concerning their attitudes toward the program. Interviews were held in October of 1961, shortly after their return to school. Each of the eleven girls was available for interviews which were conducted at the school. The interview was structured in nature and, in general, was completed in a period of fifty minutes. The girls evidently accepted the interviewer's assurance that the confidential nature of certain responses would be respected.

B. THE FINDINGS

For convenience in discussion, the reactions of the students will be considered through an analysis of their responses to the individual items on the interview guide. The first question submitted to the students dealt with their reasons for participating in the program.

QUESTION 1: WHY DID YOU DECIDE TO GO TO POTSDAM THIS PAST SUMMER?

RESPONSES: Without exception, each of the students indicated that she was primarily motivated by a desire to "find out what college is like." Students living in communities where a college education is considered to be the next automatic step after high school graduation frequently assume a more sophisticated air. They "know" what college is like because older siblings, family, and friends have attended or are attending college. In many cases, community pressures are so strong that students are oriented to college attendance long before they reach the high school level. The Prospect Heights girls approached this experience as an exploration. They wanted to know what differences existed between high school and college courses. Six students indicated that they went in order to find out whether or not they could function well on the college level. Of these six, three girls were specifically concerned with their ability to compete academically with students from other high schools. In addition, the girls expressed a desire to exchange ideas with students from other parts of the state, to test their ability to adjust to living in an "out-of-town college away from home," to get college credit, and to study. It is interesting to note that one student added, "and besides, I couldn't get a job in the city." It is likely that this comment indicates the student's need to justify having participated in the Potsdam experiment.

QUESTION 2: DID YOU FEEL IT WAS A WORTHWHILE EXPERIENCE? WHY?

RESPONSES: Yes - 11
No - 0

Success and a sense of personal achievement seemed to motivate the unanimous positive response to this question. In various ways, each of the eleven girls expressed a feeling of satisfaction in exchanging ideas and being accepted by "new people": students from other high schools, college students,

and instructors. Five girls specifically stated that they had gained insights into what will be expected of them on the college level. The experience has given them the assurance that they can keep up with the work. During the course of the discussion, the girls revealed a sense of accomplishment in having been able to adjust to living in a dormitory. They emphasized the importance of feeling accepted by a group. They expressed confidence in their ability to accept responsibility for themselves. Learning to budget time between social activities and study was an area mentioned frequently.

The students cited the academic and cultural enrichment as a major reason for the successful summer. One girl described how she savored "the taste of difficult and challenging work which opened up new fields for me." They indicated, too, that they enjoyed working with bright students and excellent teachers, learning new sports, taking trips, planning social activities, using modern laboratory and athletic equipment, and making "good" friends. One student who had never been out of New York City indicated her delight in rural living.

QUESTION 3: WHAT WERE YOUR VOCATIONAL OBJECTIVES BEFORE POTSDAM?

RESPONSES: Six of the girls indicated that they did have tentative objectives. One was interested in the field of medicine, three in teaching, one in journalism, and one in law. Three of the girls said that they had no vocational objectives before leaving for Potsdam, while two indicated that they were unsure.

QUESTION 4: DID YOU PLAN TO ATTEND COLLEGE BEFORE GOING TO POTSDAM?

RESPONSES:
Yes - 9
No - 0
Undecided - 2

It should be noted, at this point, that while there were nine positive responses to this question, all but three of the girls indicated in the discussion which followed that though they would "like" to go to college and "plan" to go, they were not certain, for various reasons, that they would be "able" to go. Financial limitations as well as family values had a great deal to do with whether or not they would be "able" to go.

QUESTION 5: DO YOU FEEL THAT THE SUMMER COLLEGE EXPERIENCE HAS CONTRIBUTED TOWARD DEFINING YOUR VOCATIONAL GOALS? ANY OTHER GOALS?

RESPONSES: Five girls indicated that they were now certain of their vocational goals. One plans to study nursing, two will teach mathematics, one will study medicine, and one, psychology.

In response to the question regarding other goals or life goals, each response concerned relationships with other people. Among the concepts which they considered to be important were:

a) Meeting people and accepting them for what they are, "status symbols don't really tell us what people are like."
b) Developing a sense of independence as well as inter-dependence, "one can't rely on books for everything."
c) Furthering the concept of racial equality.
d) Recognizing the need for self-realization, "I must satisfy myself as well as others."

These attitudes indicate a level of maturity that would be considered most acceptable for the adult population in our culture. Whether or not the summer experience had a cause and effect relationship to these expressions of life goals should be questioned. Nevertheless, these were the goals and attitudes which the girls felt resulted from their experience at Potsdam.

QUESTION 6: HAS THE EXPERIENCE CAUSED ANY CHANGES IN YOUR PLANS REGARDING ATTENDING COLLEGE?

RESPONSES: Yes - 8
No - 3

Among the eight positive responses, the general feeling tone was that, "while I planned to go before, I am now sure that I will go to college." Certain of the specific changes in plans were:

a) "I will attend Potsdam."

b) "I will attend a small college because you get to know the students better."

c) "I want to go to an out-of-town college, if financially possible."

d) "I planned to attend Howard University, now I may go elsewhere."

The last statement was made by a Negro student. Before Potsdam, she had planned to attend Howard University, where the student population is predominantly Negro. This student was unable to verbalize why her plans had become more flexible. In the discussion, however, she expressed a feeling of acceptance at Potsdam in relating to other students and teachers as well as her classmates from Prospect Heights.

QUESTION 7: DID YOU FEEL THAT YOU WERE WELL PREPARED TO TAKE ADVANCED COURSES?

RESPONSES: Yes - 3
No - 4

Several of the girls felt that they could not answer this question in general terms and, therefore, broke their responses down in relation to the specific courses which they took. Each of the seven girls who took English 201 felt comfortably prepared. The one girl who took Philosophy 500 did not feel as well prepared as the other students in the class. Two of the three who took Mathematics 102 indicated that they were not as well prepared as the other students in the class. Of the six girls who took Social Studies 412, four did not feel as well prepared as the other students.

QUESTION 8: WHICH COURSE WAS OF MORE VALUE TO YOU?

RESPONSES: Eight of the eleven girls indicated that one course was more valuable than the other for various reasons. The one girl who took the course in philosophy indicated that although she had not received a good grade (D), the course had opened up new fields for her and was a great challenge. Another described her high school chemistry course as a "cook-book course" compared to the challenge of "working on my own, handling new equipment, and discussing new and debatable topics." Others indicated that their preference for one course above the other was because of the enthusiastic professor, the challenge,

the enrichment, the sense of individual contribution, etc. The three girls who indicated no preference said that they enjoyed both courses.

QUESTION 9: WAS THERE ANY TIME THAT YOU LOST INTEREST IN THE WORK?

RESPONSES: Yes - 3
No - 8

Two of the three positive responses indicated that the social studies course was occasionally dull and repetitive. The third positive response was made by a girl who felt that she didn't have enough fun during the summer. She indicated that there were times when she wished that she didn't have to study.

QUESTION 10: DO YOU FEEL YOU GOT ALL THE HELP AND SUPERVISION YOU NEEDED TO CARRY ON YOUR STUDIES SUCCESSFULLY IN POTSDAM?

RESPONSES: Yes - 11
No - 0

In general, the responses indicated that there was abundent help and supervision available to them during the summer. Each of the girls commented on the fact that the professors made themselves available outside of classroom periods in order to help individual students. Eight girls mentioned that the dormitory assistants were available to those who needed help. In each case, the girls made it quite clear that, though they themselves did not need personal help, they were happy to know that the help was available. In addition, one girl stated that she enjoyed working and studying with other students and that there was a mutuality of help and assistance.

QUESTION 11: WERE THE EVENING SEMINARS VALUABLE TO YOU? OF WHAT VALUE?

RESPONSES: Yes - 1
No - 6
Uncertain - 4

The six girls who answered negatively indicated that the seminars were "boring." Four of these six noted the monotone voice of the person in charge. Other responses to the question indicated that they enjoyed "learning from an expert how to distinguish between fact and opinion." In addition they mentioned that the seminars stimulated thinking, encouraged exchange of ideas, or as one girl put it, "they united us." Two girls complained about the fact that attendance at the seminars was compulsory.

QUESTION 12: WAS THERE ONE EVENING SEMINAR DISCUSSION THAT INTERESTED YOU MORE THAN THE OTHERS?

RESPONSES: Yes - 10
No - 1

There were ten seminars during the course of the summer session at Potsdam. The girls mentioned the five which follow in order of preference:

1. Psychology
2. Peace Caravan - American Friends Service Committee
3. Comparative Education

4. Sociology
5. Evaluating the American Educational System

Among the reasons which they gave for their choice were: the speaker was good, the subject was interesting, the question and answer period was stimulating, and the information clarified certain misconceptions.

QUESTION 13: DID YOU ENJOY THE TRIPS?

RESPONSES: Yes - 11
No - 0

The girls specifically mentioned four trips which are listed in rank order:

1. Montreal
2. St. Lawrence Seaway
3. The Thousand Islands
4. Ottawa

Five girls stated that they enjoyed the social comraderie which was engendered on the trips. It would seem that they enjoyed the friendships which were made on the bus rides to and from location, as well as, if not more than, the sightseeing itself. Among specifics which were mentioned were: the excitement of seeing a ship go through the locks of the St. Lawrence Seaway; the Parliament Building in Ottawa; and the cathedrals in Montreal. In each case, however, the girls indicated that, although the trips were important, being able to share these experiences with friends made the trips more meaningful.

QUESTION 14: DID YOU DATE ANY OF THE BOYS YOU MET AT POTSDAM?

RESPONSES: Yes - 7
No - 4

Each of the four girls who responded negatively to this question indicated that there was no formal dating during the summer. They described the social pattern as one in which couples, "seemed to form" within large group activities. Several girls complained that there were not enough boys to go around. There were approximately two girls for every boy registered at Potsdam.

Many new friendships were formed. The girls described group reunions and individual meetings and visits with new friends made at Potsdam.

QUESTION 15: WERE THERE ASPECTS OF THE SUMMER EXPERIENCE NOT TO YOUR LIKING?

RESPONSES: Yes - 7
No - 4

Six of the positive responses referred to the evening seminars. The complaints ranged from the fact that attendance was compulsory to the choice of topics. The other positive response was made by a student who felt that she did not get an adequate description of the courses before she registered.

QUESTION 16: CAN THE PROGRAM BE IMPROVED?

RESPONSES: Yes - 9
No - 2

The two girls who answered negatively described the program in superlative terms and suggested that it not be changed in any way. The other girls, however, made many suggestions, a list of which follows in rank order:

1. Seminars - screen topics, allow for student choice, non-compulsory attendance.
2. Equalize the number of boys and girls attending the summer session.
3. Permit students to take more than two courses.
4. Permit high school students to register in all available courses.
5. Prepare more detailed course descriptions.
6. Allow high school students to participate in musical shows.
7. Encourage more sports activities.
8. Prepare larger variety of foods.
9. Enlarge school library.
10. Continue dormitory and room curfew, but discontinue "lights out."

QUESTION 17: SHOULD OTHER JUNIORS ATTEND NEXT SUMMER?

RESPONSES: Yes - 11
No - 0

In the discussions which followed the unanimous positive response to this question, the girls once again described their experience at Potsdam in superlative terms. They felt that other students should have the same opportunity. They mentioned specifically that the Potsdam experience was: an opportunity for the exercise of freedom and responsibility; an orientation to college life; and an opportunity for cultural and social enrichment.

The responses to this question are similar to and reinforce the responses to question one and two.

QUESTION 18: HOW SHOULD STUDENTS BE PREPARED FOR THE EXPERIENCE OF A SUMMER SESSION AT POTSDAM?

RESPONSES: In answer to this question, the students suggested a repetition of the orientation sessions which they themselves had undergone. They suggested that advance information concerning what to expect at Potsdam was most important, particularly for girls who had never been away from home before. They urged that the supportive help which they received through group counselling be continued. Among specific items which they cited as important were: lists of basic clothing needs; orientation to dormatory living; detailed course descriptions; insights into college teaching methods; reassurance concerning food menus; planning for study time; an approach to a term paper; group discussions with former participants in the program; careful selection of students; realistic self-evaluations; and the preparation of a student brochure.

QUESTION 19: DO YOU FEEL THAT YOU WOULD LIKE TO CONTINUE IN THE PROGRAM NEXT SUMMER?

RESPONSES: Yes - 10
No - 1

The one negative response was made by a girl who described her experience as "perfect." She wanted to hold this image of a wonderful summer experience in her memory without altering it in any way.

The positive responses were similar to the responses to questions one, two, and seventeen. The reasons given for wanting to continue in the program included: the challenge of college level courses; advanced credit; dormitory living; meeting new people; the sense of accomplishment and independence; the general orientation to college; the trips; and "the great fun."

QUESTION 20: HAS YOUR FAMILY'S ATTITUDE TOWARDS YOU AND YOUR POST-HIGH SCHOOL PLANS CHANGED AS A RESULT OF YOUR SUMMER EXPERIENCE AT POTSDAM?

RESPONSES: Yes - 7
No - 4

Two positive responses which dealt directly with college planning indirectly concerned the students' relationships with their fathers. In one case, the father is now willing to permit his daughter to attend an out-of-town college. In the other case, the father recognizes his daughter's need to be independent, to be capable of making her own decisions "and this above all, he gave me permission to attend college." The other five comments seemed to indicate the maturing experience which Potsdam was for the girls. The following examples may be of interest:

1) "My family is proud of me."
2) "My older brothers accept me as an equal."
3) "My mother now respects my judgment."

QUESTION 21: HAS YOUR ATTITUDE TOWARD YOUR FAMILY CHANGED IN ANY WAY AS A RESULT OF YOUR SUMMER AT POTSDAM?

RESPONSES: Yes - 6
No - 5

Most of the comments made by the six who answered positively indicated a maturing attitude towards familial relationships. As the girls see the situation, one might almost say that the process of maturation concerned the parents as well as the students. Certainly, the girls seemed to indicate a greater appreciation of their parents after the experience at Potsdam. "I realize now," commented one of the students, "that my mother trusts me. After all, she did let me go to Potsdam." Another girl indicated that she was now able to discuss dating and sex with her mother. Additional sample comments were:

1. "I am more tolerant of my mother. I have learned to accept her as she is."
2. "I recognize the importance of maintaining certain standards, such as keeping my room clean."
3. "I recognize that responsibility comes with independence."
4. "They treat me more grown-up."

5. "I realize that my parents are interested in my welfare and I want to participate more in family planning."
6. "I assumed responsibility for myself this summer. I can't relinquish this right. I will have to be patient with my parents."

QUESTION 22: HAS YOUR ATTITUDE TOWARDS PROSPECT HEIGHTS CHANGED AS A RESULT OF YOUR SUMMER AT POTSDAM?

RESPONSES: Yes - 8
No - 3

By and large, the positive responses were composed of remarks which suggested that high school students are not given enough responsibility in their classes. The indications were that because of the independent contributions that they were able to make on the college level, they were not as willing to be "spoon fed" by their high school teachers. The girls expressed appreciation for the opportunity which the school had given to them in enabling them to attend Potsdam. They noted, too, that the masculine viewpoint was missing from classroom discussions in Prospect Heights. Also cited was the value of academic subjects and the importance of good grades for college entrance. One student mentioned that when her classes were not stimulating for her, she could accept this as a challenge, too, and read further and deeper into the subject matter on her own.

CHAPTER III

POTSDAM FACULTY EVALUATIONS

A. GRADES

A record of the grades which the girls from Prospect Heights received at Potsdam indicates four A's, nine B's, seven C's, and two D's. The two grades of D were received by two students, each of whom had scored below the 90th per-centile on the Wechsler Adult Intelligence Scale. It should be noted, however, that both girls did better in the second course for which they were registered. In one case the girl received an A in her second course; in the other, a B.

It is of interest to note the comparison of the grade distribution and percentages for the total 1960 and 1961 group of students enrolled at Potsdam for the summer session and those of students from three special categories, which included Prospect Heights students. Table IV makes this comparison.

TABLE IV

Grade Distribution and Per Cent of Total

	Grade A		Grade B		Grade C		Grade D		Total Grades
	N	Per Cent	N	Per Cent	N	Per Cent	N	Per Cent	
1960 Total Group	28	43.1	26	40.0	9	13.8	2	3.1	65
1961 Total Group	68	45.3	61	40.7	17	11.3	4	2.7	150
Prospect Heights High School, 11 Students	4	18.2	9	40.9	7	31.8	2	9.1	22
Prospect Heights High School, 5 Students Above 90th Percentile	2	20.0	6	60.0	2	20.0	0	0.0	10
* 11 Students with I.Q Below 90th Percentile	6	27.3	8	36.4	6	27.3	2	9.1	22

* Includes 6 Prospect Heights High School Students

The grade percentages indicate, as one might well expect, that the lower I.Q. students did not do as well as the total group. Dr. Alfred W. Thatcher, Dean of the College at Potsdam, wrote that the academic performance of this group, however, was certainly much higher than one had any right to hope for. The performance of the five Prospect Heights students with scores above the 90th percentile did exceedingly well, since 80% of their grades were A's and B's.

B. FACULTY COMMENTS

Dean Thatcher collected some general evaluative statements made by the faculty members who taught the courses at Potsdam. A member of the English department who had both the 1960 and 1961 summer group commented as follows. "I felt, last year, that my high school students were the best class I had ever taught. But they were no better than my present class. Together they have been the most stimulating classes in my teaching career. They have, for their age, wide reading backgrounds. In writing, they range from more-than-adequate to exceptionally good; there has not been a poor writer amont them. They speak and discuss well - none of this brief and fragmentary stuff. They speak sentence and paragraphs, and they do not go off on tagents. (I had seven of the eleven Prospect Heights girls and the above applies, without reservation, to them.)"

The chairman of the Science Department was enthusiastic about the program. He stated, "This is an excellent program. Reservations that I held about it at its outset have been dispelled as I observed the program in operation. Without a doubt, this undertaking has provided unique study opportunities that would not otherwise have been available to most of these students. They have, with very few exceptions, made use of this opportunity to probe more deeply than generalized courses permit. Moreover, they have demonstrated good comprehension. Perhaps the interest and enthusiasm which became evident among these students is a desirable outcome, too."

The physics instructor felt that the high school students seemed eager to learn and did so at a rapid pace. He stated, "Laboratory was rather unsatisfactory. The students were too intelligent and imaginative to be kept occupied with simple elementary experiments but lacked the maturity to safely handle advanced equipment."

The history professor remarked, "My evaluation, based on written papers and class discussion, is that the great majority of the high school students in my course in government did college level work."

The philosophy professor gave this report. "They showed themselves to be thoroughly at home in the world of abstract reasoning, and adjusted to difficult epistemological and metephysical thinking with complete ease. They tended to be extremely critical, which is all to the good...I was thoroughly pleased with what had been accomplished."

The mathematics professor commented, "I have nothing but high praise for each of these students regarding their: interest in the subject, willingness to work, classroom appearance and manners, and their respective schools can be proud of the job they did. I recommend that this program be continued

and hope that I may be part of it again."

The chemistry professor made the following comments about his class, "The program for special high school students seems to me to give opportunity for stimulation of interests and enthusiasm in academic material that would not normally be encountered until a much later date. With few exceptions the students were very conscientious. They all had a very great desire to learn and were willing to put in the time to achieve this desire. I found that the laboratory experience of the students was meager. During this program the students were allowed to work in the laboratory and this part of their background and experience was greatly enhanced. Probably the greatest asset of the science program is the time that is available for individual laboratory work. In my opinion, this is an excellent program and should be continued. It gives the students a chance to experience college living and will give them a head start on acclimating themselves to the changeover from home to college."

Dean Thatcher indicated that his evaluation of the program and of the success of the group from Prospect Heights was an enthusiastic one. "My impression is that the Prospect Heights students mixed well with the group and were accepted at a very high level. They were good participants and made a real contribution to the program. From our point of view, it was certainly a valuable experience for all of the students to have the Prospect Heights group in the program."

CHAPTER IV

OUTGROWTHS OF THE PROGRAM

A. ACTIVITIES OF THE POTSDAM GROUP ON THEIR RETURN TO PROSPECT HEIGHTS

When the girls returned to Prospect Heights in the fall of 1961, they took part in many activities, both formal and informal, in which they related their experiences to the student body and faculty. They participated in round-table discussions before two assembly programs. Each program consisted of a discussion, which described and evaluated the Potsdam summer session, and was followed by a question and answer period in which the audience was encouraged to question the discussants. In addition, faculty members invited one or more of the Potsdam girls to describe her experiencesto a class. As a result of this disemination of information and enthusiasm, the principal of Prospect Heights has reported receiving more than forty requests, both written and oral, from other students anxious to participate in the program next summer. It would seem that this small nucleus of girls have brought with them from Potsdam an enthusiasm which is permeating the school. The indicated change in attitude is intangeable and unmeasureable, yet it reaches the principal's office through comments from teachers and students, and requests for Potsdam registration forms.

B. COLLEGE ACCEPTANCES

The "Potsdam Girls," as they came to be known, were juniors when they attended the summer session. They were expected to graduate from Prospect Heights in June, 1962. One of them, however, was able to graduate in January, 1962 by consolidating her courses. She entered Brooklyn College the following month. Each of the remaining ten girls was accepted by at least one institution of higher learning in June, 1962. Four were accepted by two colleges, one by three, and one was accepted by five colleges. To date, each girl has stated that she will "positively" enter college in September, 1962.

The following schools accepted one or more of the girls: Barnard College, Boston University, Brooklyn College, The College of the City of New York, Cornell University, Cortland State, Harper College, Howard University, Lawrence College, New York University, Rochester College, Swarthmore College, and Queens College.

C. SCHOLARSHIPS AND AWARDS

Eight girls received a variety of scholarships and awards. Four of them received more than one scholarship and one received as many as eight. Table V lists the scholarships or awards and indicates the number of students who were recipients.

TABLE V

Scholarships and Awards
Received by "Potsdam Girls"

Title		N
Barnard College Scholarship ($1,100 + $200 loan)	-	1
Generoso Pope Award ($200.00)	-	1
Howard University National Competitive Examination Scholarship	-	1
Lawrence College Scholarship (amount not specified)	-	1
Mayor's Scholarship	-	1
National Negro Scholarship Fund Award	-	1
New York State Regents	-	4
Public School Athletic League Health Education Award	-	1
Scholar Incentive Award	-	4
Swarthmore College Scholarship ($1,600 + $800 loan)	-	1

CHAPTER V

CONCLUSIONS

How can we measure the worthwhileness of such a program? Looking at the data, we find that a group of eleven girls, six of whom did not reach the minimum standards which were set up by Potsdam, were able to satisfactorily complete college course requirements at Potsdam. Their grades were as good, if not better than, the group as a whole (see Table IV). In addition, comments by the Dean of the college, as well as the instructors who taught the courses, were highly favorable (see Chapter III).

We have, also, the favorable responses of the girls themselves, elicited through the interviews reported in Chapter II. The group indicated that they were primarily motivated to attend Potsdam by a desire to find out what college is like and to test their ability to adjust to a college experience. They know what college is like and have learned that they can successfully measure up academically, socially, and personally. This they have learned, not through a battery of aptitude or projective tests, but through "learning by doing." What better articulative experience can be offered for secondary students preparing for college entrance? Each has applied for and received admission to institutions of higher learning.

In an interview with the principal on June 8, 1962, he expressed the opinion that the experience at Potsdam had been successful for the participants in terms of personality development, social adjustment, sense of accomplishment, and concept of self-worth. The teacher coordinator of the project reported that she, too, was impressed with the group's growth in poise, manners, self-respect, and their apparent ease of adjustment to the demands of a college experience. She indicated, as evidence of their acceptance by the college group, that two of the girls had been elected to office in the student government at Potsdam and one was chosen as the prettiest girl on campus.

The principal and the coordinator received approximately thirty letters and postcards during the summer when the girls were at Potsdam and after they had returned home. In addition to describing experiences and expressing appreciation for the opportunity to attend Potsdam, many of the letters contained insightful self-evaluations. A few excerpts from these letters have been included in the appendix.

The value of this experimental program lies not only in the growth and personal experience of those who participated, but in the influences which have been extended to the student body as a whole in Prospect Heights. Such influence cannot be measured with immediacy. We know, however, that the Potsdam Group is now considered a prestige group by many of the student body. They have been welcomed back and fully accepted. They are being emulated and admired.

It becomes evident from the obtained data that the program functioned successfully. There should be no hesitancy in continuing the program at Prospect Heights and expanding it to other schools throughout the city so that large numbers of our high school students who otherwise might not go to college will eventually be steered there.

APPENDIX

Quotations from Letters

July 15, 1961

"On Sunday I will be here exactly two weeks. In this short time I have learned so much about myself---. I'm enjoying my independence as much as I'm enjoying my courses..."

August 20, 1961

"... From your visit, you probably gathered the girls' attitude toward Potsdam. We enjoyed it tremendously, even if we did have to work. Of course, each of us profited in different ways. I don't think I am completely aware of the influence it had on me. Of one thing I am sure — that it was a fruitful summer..."

August 25, 1961

"... I have mixed feelings about being home. I had a marvelous time at Potsdam. I was introduced to a life which, given the opportunity, I should love to continue. I found the people there lacking in pretention and I was able to drop my facade..."

August 25, 1961

"... I found I could handle what independence I had. When I came home all my friends had the impression that I had had a vacation. It wasn't a vacation; I didn't have a moment to spare, but I didn't mind that. In the city I would have suffered with boredom. Potsdam must continue this program and Prospect Heights should send more girls next summer. It is a memory I shall long cherish."

August 30, 1961

"... I miss Potsdam terribly and all the people who were there. Today I received my marks and my term paper. I didn't do too well, but not badly either. I had an A in Literature and a B in the Federal System. I got a B+ on my term paper. I hope you will read it when we get back to school... Since I've come home I finished "Brave New World," and am in the middle of, "Russia and the West Under Lenin and Stalin," by Kinnan..."

September 1, 1961

"...The social life is an important facet of this summer. The boys and girls are just wonderful. They come from well-to-do families and their actions reflect their good up-bringing. They are cultured, well-behaved, considerate in addition to being very intelligent. I enjoy participating in activities with them..."

Quotations from Unstructured Autobiographies — a year later (June 1962)

"... When we arrived in the U.S. (from a refugee camp in Austria) after the success of the Red Army in my beloved Budapest, we had to start a new life. I went to three different schools. Potsdam was one of the most worthwhile things that happened to me. I shall never forget that summer... This week I will become a U.S. citizen. I am very proud of it and will try to help America improve in the areas it needs improvement..."

"... During the summer at the end of my junior year I went to Potsdam State Teachers College. I feel that as a result of that experience I gained a personal - an inner development..."

"... My estimate of my ability to make friends has risen since Potsdam. I never considered myself to be a real leader of people. But I see that even when I disagree with the general consensus, I can voice my ideas in a manner that doesn't antagonize the group..."